

Inspection of Sandfield Day Nursery

Sandfield Road, Headington, Oxford, Oxfordshire OX3 7RH

Inspection date: 31 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in a warm and nurturing environment and their behaviour is excellent. They build excellent bonds with staff, who are kind, caring and have high expectations for them. Children are flourishing across all areas of learning. Children's experiences are rich in investigative play. Leaders share their golden values which thread through everything and children were seen to be attentive and listen to each other. Children demonstrate an excellent knowledge of the daily routine. For instance, children participate in beautifully calm rolling lunchtime sessions where they confidently self-serve their food and make freedom of choice.

Children engage in exciting play opportunities and are extremely curious. For example, they identify birds outside and know that the squirrels try to steal the birds' food. They seek solutions to help prevent this from happening, supported by knowledgeable and well-trained staff. Children really love playing real instruments and explore using guitars, violins and keyboards. They show perseverance as they listen to the keyboards pre-recorded tunes and try to replicate these themselves. Children develop excellent self-esteem and confidence; they confidently place vinyl discs on the record player to play. Children participate in numerous new and exciting opportunities that successfully build on their experiences at home. For example, children tell of their experiences in the snow. Staff recognise this as an important learning opportunity and get outside and explore in it as well. This approach helps children make rapid progress in their learning and development.

What does the early years setting do well and what does it need to do better?

- Staff deliver a purposeful curriculum that supports children, including those with special educational needs and/or disabilities exceptionally well. Children make excellent progress and become increasingly independent. All staff support children to develop in confidence. They enable children to explore and solve problems, such as within a game of 'What's the time Mr Wolf', staff encourage children to think and respond appropriately.
- The staff team set a very ambitious curriculum that meets and extends children's needs. Staff offer children excellent real-life experiences, and this helps ignite their curiosity and extend their thinking. Leaders share their aim to provide children with opportunities to experience awe and wonder everyday.
- The manager is highly respected by staff and parents alike. Parents and staff comment that she is approachable, supportive and leads with conviction. This leadership has a significant impact on how well staff gain excellent outcomes for children. For example, the manager recognises the importance of well-being for parents and the staff team since the COVID-19 pandemic began. Initiatives, such as 'give back' days, treats, staff lunches and award ceremonies are supportive and nurturing.

- Staff take the impact of the COVID-19 pandemic into account when considering what they want children to learn. They give top priority to personal, social and emotional development for the younger age groups, providing a superbly well thought-out sensory space and beautiful outdoor play areas to support this. Staff are exceptionally attentive to children's individual needs.
- Staff use books to develop all aspects of learning throughout the setting. Support for children's communication and language is extremely strong, such as through the fabulous conversations staff initiate. Staff's depth of knowledge to extend learning and language is exceptional. Children are eager to learn and be involved.
- Staff are resourceful and plan stimulating activities that ignite children's love of number. Children sequence number cards and objects, using excellent problem-solving skills to differentiate between a six and a nine. Staff give them time to work things out for themselves. Children are overjoyed when they achieve what they set out to do.
- Staff state they feel incredibly well supported. Leaders ensure that ample staff are on duty to enable them the time to plan, reflect and attend training. Leaders give their full support to staff's individual professional development. Staff target training that is relevant to them and which has a purposeful impact on children's experiences. Impressive training and engagement within the staff team develops their deep-rooted understanding of childhood development; children flourish as a consequence.
- Children can freely move between the inside and outside environments. They are confident with the daily routine and easily find their coats to go outside. Staff fully incorporate children's interests into the session. For example, they enable children to feed the birds and support their re-wilding a patch of garden for nature.
- Children gain an excellent awareness of good oral health and healthy eating habits. Staff reinforce this during their conversations at mealtimes around healthy choices. Children talk about water helping their body to feel full and stay hydrated.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding practices are highly effective. All staff contribute to a strong culture of safeguarding for all. Staff receive excellent training that ensures they refer any potential concerns quickly to ensure children are kept safe and well. The manager has robust records that ensure all staff are suitable to work with children.

Recruitment processes are robust and support the safety of children. The dedicated staff team implement thorough health and safety practices and ensure the building is safe and secure at all times. Standards of hygiene are meticulously maintained, the setting is scrupulously clean and well organised.

Setting details

Unique reference number	134033
Local authority	Oxfordshire
Inspection number	10228254
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	128
Number of children on roll	167
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Telephone number	01865 744200
Date of previous inspection	15 December 2016

Information about this early years setting

Sandfield Day Nursery registered in 1993. It is part of the Childbase partnership ltd. The nursery is located in the grounds of the John Radcliffe Hospital, Oxford and operates from a purpose-built unit. It opens on weekdays, all year round, from 7am until 6.30pm. The nursery employs 60 members of staff. Of these, two hold a level six qualification, one holds a level 5 qualification, four hold a level 4 qualification and 36 hold a level 3 qualification, one holds a level 2 qualification. The nursery receives funding to provide free early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector
Stephanie Dorling

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children were tracked in their learning and development.
- The inspector held direct conversation with staff and observed them in practice.
- Before the inspection started, inspectors looked at the setting website and information about the nursery available on social media.
- The inspector carried out direct observations of children and staff.
- The inspector held conversations with parents and the inspector gathered views from parents via written testimonials emailed to the manager. These views were taken into account.
- The inspector looked at a sample of documentation, including the suitability of the staff and training records.
- The inspector spoke to children about their experiences.
- The inspector carried out a joint observation with the setting manager.
- The inspector had a learning walk with the manager through all areas of the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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